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No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

COMMON ASSESSMENT TASK

Level 3 Lea Faka-Tonga 2020

91682 Demonstrate understanding of a variety of extended written and/or visual Lea Faka-Tonga texts

9.30 a.m. Thursday 22 October 2020

Credits: Five

Make sure you have Resource Booklet 91682R.

You should attempt ALL the questions in this booklet.

Answer in your choice of English, te reo Māori, and/or lea faka-Tonga. If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

ASSESSOR'S USE ONLY		
Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended written and/or visual Lea Faka-Tonga texts.	Demonstrate clear understanding of a variety of extended written and/or visual Lea Faka-Tonga texts.	Demonstrate thorough understanding of a variety of extended written and/or visual Lea Faka-Tonga texts.
Overall level of performance		13

Achievement

QUESTION ONE: Ongoongo (News report)

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Read Text A on pages 2 and 3 of the resource booklet.

- (a) Fakamatala'i 'a e 'uhinga 'oku mahu'inga ai ke fakahoko 'a hono langa 'o e hala-fakakavakava Fanga'uta.

Explain why it is important to have the Fanga'uta bridge built.

'oku mahu'inga ke langa 'o e hala-fakakavakava
ke holoki 'a e fononga'anga 'o e kakai mei
he Uafu Kuini Saloto ki he mala'e vakapuna
Fua'amotu. Ka koe mahu'inga taha 'e malava
ai ke fetukutuku ai e kakai mei
Nuku'alofa he 'oku ma'u lato ki ha feitu'u
'oku toe ma'olunga ange hange 'i Vahe
loto mo Hahake. Koe hala-fakakavakava
'e lava ai ha lele anga pasikala pea
mo e hala lue lato foki //

- (b) Ko e hā e 'uhinga 'e fu'u mamafa ai hono langa 'o e hala-fakavakava Fanga'uta'? Fakamatala'i fakaikiiki mai ho'o tali' 'o ngāue'aki e fakamatala 'i he konga tohi.

Why will it be expensive to build the Fanga'uta bridge? Explain your answer with details from the text.

Koe'uhinga 'e fu'u mamafa ai hono langa
'o e hala fakakavakava he 'oku fiemau
ke fai kiai ha ngāue lahi. ~~hange hange~~
'Oku fiemau ha ^{mea ngāue} ~~mea ngāue~~ Sitalia hange
koe kalasi kekeke, loloto 'o e maka
taufatunga motu'a, mo ha ngaahi pou 'oku
lava 'o puke ^{ai} ~~hange~~ 'e hala-fakakavakava.
~~Hange ke asi he talanoa "Kuo kuo to e~~
pau ke fai ha ngāue makehe hange koe
asi he talanoa "Kuo pau ke fakahoko mo e
savea ki he fetafeaki 'a e tahi mo e
ma'olunga 'o e peau". //

Read Text B on pages 4 and 5 of the resource booklet.

- Explain what influences led Lupe to a career in medicine.

- How does Lupe view her work as a surgeon?

langi langi ta dipite //

(c) Ko e hā 'a e ngaahi fekau 'oku faka'amu 'a Lupe ke vahevahe'?

What messages does Lupe want to share?

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~~Ko e fekau 'oku faka'amu ke vahevahe 'a~~
~~Lupe ko e fekau 'oku faka'amu ke vahevahe 'a~~ Hange ko e lau
'e Lupe he talanoa "'oku mahuinga ke
'i'ai ha fa'ifa'itaki'anga ke tau vakai ki'ai
koe'uhi ke fakalotolahi'i 'e to'u tangata
ako kei talavou 'o e Pasifiki ke nau fili
ke ngāue 'i he tafa'aki 'o e faito'o.

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QUESTION THREE: *Talanoa fakatātā* (Parable)

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Read Text C on page 6 of the resource booklet.

- (a) Ko e hā e 'uhinga na'e fakakaukau ai e tamai' ke ne vahevahe ange 'a e talanoa' ni ki hono 'ofefine'?

Why do you think the father shared this story with his daughter?

Koe 'uhinga na'e vahevaho ange ai tamai
'o e talanoa ko'eni he koene ofefine
na'e mōui fakamamahi 'aupito pea na'e
'ikai ke 'ilo pe ko'ha hamea ke fai ke
fakalalakalaka ai 'ae mōui hono Ofefine //

- (b) Ko e hā ha 'uhinga 'oku toe loloto ange 'oku muimui mai he talanoa fakatātā ko 'eni'?

What is the deeper meaning behind the parable?

Koe 'uhinga 'o e talanoa ko'eni 'oku fekau'aki
'ia mo e faingata'ia kuo hoko 'a 'ia 'oku
ai ko e vai lili. //

- (c) Ko e hā ho'o fakakaukau ki he founa na'e ngāue'aki 'e he tamai' ke fakahoko 'ene fekau' ki hono 'ofefine'? Na'e a'u lelei nai 'ene fekau? Fakamatala'i fakaikiiki mai ho'o tali' 'o ngāue'aki e fakamatala 'i he konga tohi.

What do you think of the method the father used to convey his message to his daughter?
Was it effective? Explain your answer with details from the text.

Ko'eku fakakaukau ki he founa ko'eni
'oku lelei 'aupito ko'e'uhi 'oku fakareke'eke
~~ange ai tamai ki he Ofefine pe kua fe malava~~
ai ko mahino'i 'ehe ofefine 'ae ngaahi
kulo 'e tolu 'oku fou ai 'epe moim
favingata'a pea kome feli ai ~~pe~~ 'oku ne
pateta, fo'imoa pe piini kofi. //

A3

Achievement Exemplar 2020

Subject	Lea Faka-Tonga		Standard	91682	Total score	13
Q	Grade score	Annotation				
1	M5	This response provides consistent evidence towards a Merit. The candidate demonstrates clear understanding and unambiguously communicates some of the meaning of the text. For example, 'oku mahu'inga ke langa 'a e hala fakakavakava ke fetukutuku ai e kakai mei Nuku'alofa he 'oku ma'ulalo ki ha feitu'u ma'olunga ange hange ko Hahake, pea nounou ange ai e 'alu mei uafu Kuini Salote ki mala'e vakapuna.				
2	M5	This candidate demonstrates clear understanding and unambiguously communicates some of the meaning of the text. For example, ko Lupe na'e tupu hake 'i ha 'ataakai 'o ha kau fefine lelei mo ngaue malohi pea mo 'ene sio he ngaue 'ene kui tangata he na'e toketa fai tafa.				
3	A3	This response provides consistent evidence towards Achievement as it demonstrates some understanding and communicates some of the general meaning of the text. For example, koe 'uhinga 'a e vahevahe 'e he tamai koeni 'a e talanoa ki hono 'ofefine koe'uhi ko 'ene mo'ui fakamamahi pea ke 'i ai ha me'a ke fakalakalaka ai 'ene mo'ui.				